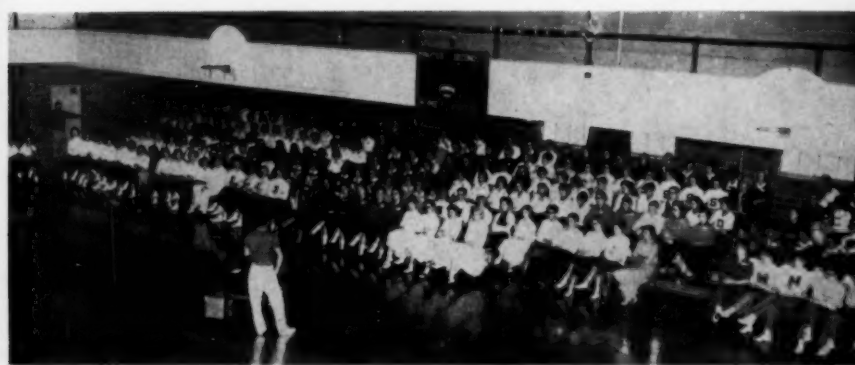


School Activities



Orchestra Presents Program—Parkview High School, Springfield, Missouri



Cheerleader Clinic—Kansas State High School Activities Association

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School Activities

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As the Editor Sees It



College football really had its ups and downs this season, and we don't mean score "upsets." Unsavory disclosures, suspensions, pro and con blasts from presidents, coaches, sports writers, alumni, and educators. A documented magazine story showing that in some universities the football player is low man on the totem pole, no longer the high. And one faculty's recommendation that the players share in the gate receipts. Perhaps out of this amazing muddle ultimately will come a sensible outlook, policy, and program. We hope so.

Again we suggest, with pride, that, if they were so inclined, college people could learn a great deal from high school folks. Although the college and high school settings are not exactly the same, their basic differences are not too significant.

However, there is an occasional blast like this (by a speaker at the November three-day Conference on the American High School): "We would not expect our high-school daughters to entertain the community in a night club or burlesque show. There is no reason why we should permit our high-school sons to entertain the community by what are, in effect, burlesque performances on the playing field."

Generally, of course, and, maybe, even always, such statements show an unacquaintance with, or a misunderstanding of, secondary school interscholastics.

"Schools Place Ban on Gifts for Teachers," ran a recent newspaper headline. Said the thirteen principals in a letter to parents: "In the last few years the monetary value of gifts to teachers by pupils has increased to a point where a problem has been created . . . Since children are required by law to attend school, it is our feeling that they should not be subjected to competition in the presentation of gifts to teachers."

As we have said before, this giving undoubtedly started as a very nice gesture of affection, but gradually went out of control and became largely a practice of tradition of little or no value to many students, and, hence, with little or no justification.

How is it handled in YOUR school?

In her 1957 Report, Mrs. Hazel S. Burleson, P.T.A. Coordinator to S.C.A. (Student Cooperative Association) of the Willston Elementary School in Fairfax County, Virginia, says, "I feel S.C.A. is P.T.A.'s window to school life and the students' viewpoint. I would recommend that parents visit S.C.A. meetings and that all P.T.A. Committee Chairmen visit at least one S.C.A. meeting weekly."

In this school the S.C.A. and P.T.A. organizational structures are quite similar, thus making it easy for close and functional cooperation. For example, Safety, Program, Art, Hospitality, and Building and Grounds are five of the fourteen cooperating committees. S.C.A. officers and committee chairmen often attend regular P.T.A. and Executive Committee meetings.

What a sound, sensible, and helpful cooperation! And what a fine example for the many schools in which the student council and the P.T.A. hardly know of each other's existence!

Without a doubt a great many graduation programs and outside-speaker addresses this spring will be Sputnik-centered, satellite-centered, or science-centered. Perhaps this is all right, provided the centeration is intelligent and not merely sensational claptrap.

However this, as always, is still true—the most-important-educational-event-of-the-year should be a credit to the school and its community. Such a program does not just happen; it must be carefully and wisely conceived and built, with ample time being allowed for this construction. No really good graduation event was ever designed in a few days.

One of the most widely read parts of any magazine or newspaper is the "Letters to the Editor" department, in which readers' ideas, interests, attitudes, comments, praise and criticism are reflected. It is regrettable that such a department is to be found in only a very few school newspapers.

Does your publication include such a department? If so, help us to do a little missionary work for the unenlightened. Help us to tell them how YOU do it. Thanks.

Active successful participation in clubs and activities develops interest, creates desire to meet responsibility, promotes democratic leaders and followers.

The Sponsor's Leadership Makes A Difference

"I BELONGED TO THE STAMP CLUB at Jones High and I'd like to join that club here," the pretty little newcomer said.

"Oh, no!" exclaimed Carol, happy and confident in her new role as Big Sister, "You'll want to join the Photography Club or the Home Economics Club here. They're more fun."

In every school, some very active and popular organizations are enthusiastically supported while other cocurricular activities win only half-hearted, listless backing from their members. Many reasons might account for these differences in pupil attitudes and participation: the nature of the activity, the caliber of the membership or of the officers, the reputation and relative prestige of the organization, the harmony or discord among the members, the degree of intrinsic interest, the quality of leadership given by the sponsor, etc.

If you are the faculty adviser of a student group that seems to be dying on its feet or one that you feel should be more interested and active, probably you have already tried to analyze the whys of the state of affairs.

For the time being, in fact, you may not be able to change some of the contributing factors; but perhaps your organization might benefit if you made an objective self-appraisal of the effective-

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ness of your own leadership. Even if yours is a highly successful activity, still you might profit from considering how your personal leadership might be improved.

Here's an eight-point refresher course in how to give the kind of leadership that helps build successful school associations:

1. *Encourage pupils to become leaders.* We often claim that the training of leaders is an objective of the cocurriculum; but sometimes leaders develop in spite of the sponsors, not because of them.

Many young teachers have not yet had their fling at leadership. Therefore, not only do they not know how to relinquish the reins to pupils, they do not want to. Among most experienced teachers, the need for the limelight is probably less, but frequently they are afraid to turn over leadership responsibilities because pupil leaders might fail to get the desired results. Undoubtedly, administrative and community pressures for star performances by activity groups contribute to teachers' reluctance to give pupils real responsibility for leadership.

Pupil leadership implies that officers are given increasingly greater responsibility for carrying out plans made by the group. The adviser guides but does not command or forbid. Sometimes youngsters will insist upon a course of action that the sponsor believes will fail, yet he bows to pupil decision for he knows that we learn from failures as well as successes. He knows, too, that if young people are allowed to make only "right" decisions, the decision-making process becomes a mockery.

At times, permissiveness on the part of an adviser is criticized by administrators, colleagues, and parents. The adult leader is in an especially vulnerable position when activities of student groups offend community mores excessively or result in injury, abuse, or destruction. Such situations are usually avoided by wise sponsors who recognize that guidance, though

Our Cover

The upper picture shows the Parkview High School, Springfield, Missouri, orchestra presenting a program for the community via television—over station KYTV. This is one of several concerts presented by the musical organizations of the high schools in Springfield. The programs are viewed by a large audience—many who would not have the opportunity to learn about the activities of their schools were it not for television. See article in *SCHOOL ACTIVITIES MAGAZINE*, March, 1957; also October, 1956.

The lower picture shows high school cheerleaders participating in the activities of one of several cheerleader clinics held in Kansas high schools during the first semester. There were nearly 600 students enrolled at one of the clinics and the lowest attendance of any of them was some 300 students. The clinics were conducted by L. R. Herkimer, and he is lecturing to the students in the picture. Attendance at the clinics this year showed about thirty per cent increase over last year. See article on page 186.

permissive, is not synonymous to a chaotic, "hands off" policy.

Obviously, an adviser must point out, and sometimes vigorously explain, possible consequences of alternative plans. He cheats his pupils if he withholds his mature judgment, experience, and wisdom. On the other hand, he must successfully walk the tight rope that separate domination from guidance.

2. *Make group objectives and the planning of activities of concern to all members.* The function of leadership in a democracy is to suggest alternatives, allow for group discussion and decision, and then to execute the purposes and plans agreed upon by the group.

Some pupil leaders are embryonic Hitlers who see their positions as the means to self-enhancement provided they "sell" their ideas successfully to their followers. Unfortunately, teachers may sanction dictatorial methods if they are more concerned with ends than means.

As a matter of fact, when we define leadership in terms of persuasiveness, influencing others, and domination of groups by an individual officer or all of the officers, we encourage a type of leadership training that is more appropriate to a totalitarian than to a democratic society.

In any democratic organization, pupils will feel that they—not the officers or the adviser—make the policy decisions. Only thus can school citizens who understand democratic processes be developed. Furthermore, when the group purposes become the purposes of each member, the foundations are laid for an effective organization.

Group decisions, however, do not rob officers of their leadership roles. Leaders are challenged to be creative, rational, practical, and objective because their proposals will be tested by majority opinion. They are also expected by their constituents to spark-plug activities and to assume major executive responsibilities.

3. *Ascertain that every member has some responsibility for the work to be done.* Assuring each member a part to play that makes him feel important to the group's welfare is the best way to build morale.

Someone has pointed out how young children when trying something new almost always yell, "Look at me!" Another person asks "Whose picture do you look at first in a photograph of a group?" Whether we like to admit it or not, all of us are at times self-centered.

As mature adults, we encourage young people

to sublimate their egocentrism by identifying with group goals. Nevertheless, we must agree that this identification cannot be effected without some gratification of individual egos, some feeling that *I* am important to the well-being of my group.

4. *Recognize the contributions, no matter how small, of each member to the organization.* This point is, of course, closely related to giving everyone some responsibility.

So much about the importance of praise in the motivation of behavior has been written in books for teachers, one might think that nothing more need be said. Such an assumption would overlook an important fact about our occupation: we often play the role of judge critic, or corrector of errors.

Because of our competitive society, perhaps most Americans praise others less often than they should. At any rate, many people are clumsy when congratulating or complimenting their associate. It may be that sponsors need to commend more freely, both for its effect upon the individual praised and also as an example to adolescents who need to learn to applaud merit in their peers.

5. *Help build a program for the organization that seems important and worth while.* None of us, even a child or an adolescent, likes to feel that what we are doing is a waste of time.

Our society's long period of adolescence, during which many adult activities are forbidden and children's play is no longer interesting, places our young people in an anomalous position. The situation is also worsened by the scarcity of chores in urban homes. Lack of meaningful things to do encourage loafing, irresponsibility, and possibly antisocial behavior on the part of teen-agers.

Presumably, any school organization has some common interest and purpose upon which a program can be built. Sometimes, however, the interest is fleeting and the purpose is hard to sustain.

What an adviser may overlook is that youngsters want desperately to feel that their activities are significant and worthy of respect. Young people want a chance to work, to do something for others, to solve tough problems. Can you tie your program to school or community improvement, to working for charity drives, to helping unfortunates in some way, or some other altruistic goal? Your group doesn't expect to reform the world overnight, but it does want to do

something that others, and especially you, think needs to be done.

6. *Set short-term goals and plan climactic celebrations when the goals are reached.* How long the time interval between goals should be varies somewhat with the maturity level of the group. When in doubt, make the interval shorter rather than longer, for most of us produce more under mild pressure.

Casts of plays, rally clubs, newspaper staffs, and athletic teams have "built-in" short-term goals and climaxes, which very likely is a factor in the popularity of such activities. Other groups have to plan deliberately for production. For example, a photography club may have displays in a downtown store window, a county fair, or an appropriate place at school.

It may hold an exhibit for parents; compete in contests; project slides and discuss them with convalescents; or cooperate with academic classes studying community life by supplying appropriate pictures. All of these would be high points on the club's time schedule with definite deadlines to meet.

7. *Continually evaluate the group's work.* Every organization should stop frequently to consider such questions as, "What did we do that was successful?" "What changes can we make that will bring better results?" "Why did this plan not work very well?"

Evaluation is not merely an academic exer-

cise. It is a practical way to build a stronger, better activity.

8. *Advertise what your pupils do in their organization.* Adequate publicity for their work accentuates the pupil's pride in accomplishment and attracts other interested pupils to join the group.

The school newspaper and orientation programs is the obvious outlet for news; but don't overlook P.T.A. releases, the local press, radio, TV, magazines such as *School Activities*, state and departmental educational journals. If you have something worth bragging about, don't hesitate to tell it.

Summary: A sponsor's leadership is more effective if he performs these functions:

First, he involves all pupils in the work by delineation of leader roles, formulation of group-conceived goals, delegation of responsibilities, and recognition of individual performance.

Second, he builds a program of worth while activities around short-term goals and climaxes, evaluates frequently, and publicizes attainments.

Mix these ingredients well with creativeness, a liking for youngsters, tact, lots of time, and hard work; and you, too, will be the adviser of a popular activity. The pupils will also learn how to become democratic leaders and followers, to assume responsibility, to recognize merit in others, and to critically evaluate their own performances.

Coordination of the junior high student council with the senior high council can greatly enhance the value of the organizations to their respective schools.

The Missing Links in Student Councils

IN MOST SCHOOLS where there is a Senior High School Student Council and a Junior High School Student Council, you will find that there is little or no cooperation or coordination between them. The junior part, usually overshadowed by the senior part, is regarded as incapable of accomplishing as much as the senior group. This is to be regretted because the two student councils working more closely together could accomplish much more for each school, besides building a better council for the future.

In Edinburg, the high school and the junior high school are located in the same building. This circumstance calls for coordination be-

RICHARD CARTER
Junior - Senior High
Student Council Coordinator
Edinburg, Texas

tween the two groups if the school will receive effective service in certain projects. Until last year, the two councils were not coordinated, and there was much confusion concerning the carrying out of projects.

Each council, without consulting the other, planned its own activities. The consequences were that when they planned the same project or social affair, it caused much confusion. It was decided that the only way to eliminate this

confusion was to have some way of coordinating the two councils.

The senior high council appointed a junior high coordinator from its council to supply the "missing link" in school coordination. After much thought, the coordinator suggested a coordinating committee. This committee consisted of the junior high coordinator and a member of the junior high council called the senior high coordinator.

Primarily, the job of the committee was to unite the two councils basically, but as the committee started functioning the duties were found to be limitless. It was discovered that the committee could prove to be very useful in preparing the junior high members for high school council work and in helping the junior high council in their council work.

A junior high council has many problems that a senior high council does not encounter and is, therefore, handicapped to a certain extent. This must be realized by the senior high council and it in turn, should do everything it can to help the Junior high group. The new members who have just been promoted from grade school have not yet become accustomed to the ways of the junior high.

In grade school, they had had very few responsibilities and everything was done for them. They had not associated the ideas concerning student council with the work necessary to carry them out. For this reason, the efficiency of the council is reduced considerably. Every member of the council should possess leadership, ability to take responsibilities, and ability to think things out clearly in order to have efficiency.

If you don't stress the fact that they have to possess these qualities early in the year and work with the members, the council will not operate as it should. The officers of the junior high council are new to the job and would not be likely to convey the importance of these traits to the members. The coordinating committee should stress the importance of having leadership qualities and work with the junior high members to improve the work of the junior high council and the future senior high council.

In order to have a good coordinating committee the right person must be chosen for the job. He must be willing to work patiently with younger students and he must want to help them with their best interests in mind. He must have leadership abilities and must have previous student council experience.

With this greater amount of experience in having worked in the senior high, the coordinator can advise the members and help solve many of the everyday problems that may arise in the meetings. First of all, he should make sure that they use correct parliamentary procedure in all meetings and that they carry out all activities correctly.

The coordinator should work out a system of inviting the junior high members to the senior high council meetings. By doing this, the members attending the senior high meetings witness active participation and learn the methods of procedure in the senior council meetings.

Psychology is a great asset in instilling confidence in each junior high member. It is the job of the junior high coordinator to eliminate the supercilious manner with which the junior high is treated by the members of the senior council members and, also, to convince the senior high of the junior high's capability of accomplishing much more if given a chance to work under the described plan.

At the convention of the South Texas Association of Student Councils in Flour Bluff High School, the fact was brought to the attention of the writer that the larger cities have separate senior and junior high buildings separated by a great distance. Even if the two schools are separated by distance, a coordinating committee could prove invaluable in preparing the forthcoming senior council members.

If the coordinating committee functions properly, it can work wonders in a student council. This "missing link" will assure a good, hard-working, and properly-trained senior high council in the future.

A School Librarian's Prayer

God grant that I will love the children, like my job and show enthusiasm in the gaining of true knowledge so that I may transmit this enthusiasm to the boys and girls who come to the library.

However, may I never be so interested in finding material that I fail to first try to look into the heart of the child. May I steer clear of a boring attitude in my avid searching for facts. First, may I try to understand the limitations of the child's experiences and so be able to interest him in the search of the answer, making him feel he is another Columbus discovering a new world.

May I be able to excite in the student a liking for research, so that he can know the fun of finding new knowledge for himself.

May kindness be my first aim, interest in people my second, wisdom third, and knowledge fourth; all these personal attributes only, be-

cause thru them I may help boys and girls to a fuller and better life. All this I ask in humility, knowing that without divine help I could do nothing.

AMEN.

—School and Community

It is a real honor to be elected as an officer in a school class or club or organization—with honors go responsibilities—those elected must be on the beam.

So You Were Elected To An Office!

"ELECTION RESULTS! John Jones, President; James Brown, Vice-President; Robert Green, Secretary; and Fred Kipp, Treasurer." Now that they are elected, what are their duties? What suggestions can be made to the slate of officers?

President—The president should have the following qualifications: ability to assume responsibility, to cooperate, to take and give constructive criticism and ability to compromise when necessary; a sense of humor, integrity, tolerance, firmness, resourcefulness, and clearness of thought.

Better student presidents can be ensured by improving the method of selection, by having complete cooperation of the men in the organization, and by having a system of training for future officers. Elections should not be popularity contests; the qualities of the candidates should be considered; nominating committees should be formed; and campaign literature should be distributed.

The president should heed the following suggestions:

1. Have early elections.
2. Instill importance in representatives.
3. Give credit to those who work on committees.
4. Have members rotate working with officers.
5. Help men understand why the job has to be done.
6. Keep in contact with the faculty and the administration.
7. Hold meetings to avoid conflict with classes.
8. Not only find a method but also have something to communicate.
9. Set up the agenda of the meeting well in advance.

HERMAN A. ESTRIN
Newark College of Engineering
Newark 2, New Jersey

10. Arrange meetings with calendar committee so that they do not conflict with other meetings.

Vice-President—Despite public opinion to the contrary, the vice-presidency is an important office. The vice-president acts as an aide to the president and is often next in line for the presiding role. He is assigned the role of the parliamentarian. As such, he should become thoroughly acquainted with the class constitution and with parliamentary procedure. At all meetings he should have a copy of Robert's *Rules of Order*.

In addition, the vice-president may be given a responsible position such as Chairman of the Social Affairs Committee of the class. However, he may serve as a chairman of a social committee or delegate this responsibility.

Recording Secretary—The chief responsibility of the recording secretary is to keep a careful, authentic record of proceedings of the organization and to prepare and distribute them to all persons concerned. The minutes should include the kind of meeting, whether regular or special; the name of organization; the place, date, and time of the meeting; and those who attended. The secretary should also note whether the minutes of the previous meeting have been approved. If their reading is dispensed with, the fact should be noted. The minutes should include all the main motions and the name of the introducer of each. The signature of the secretary should be placed at the end of the minutes.

The secretary should check these minutes with the president and the faculty adviser and may place a copy of the minutes on the main

bulletin board and distribute a copy to each representative and to the other officers of the class. It is the responsibility of the secretary to keep a folder of the copies of each meeting.

In addition, the secretary should prepare a roll call of members and call it when necessary, preserve all documents of the class, provide the chairman of each committee with a list of members of his committee, authenticate by his signature all records and documents, bring to each meeting a copy of the constitution, and bylaws, and issue a list of the members of all standing and special committees. One of the secretary's most important jobs is to announce the meeting on the main bulletin board at least a week in advance.

Corresponding Secretary—The duties of the corresponding secretary are as follows: to send out notices of special meetings; to serve as a liaison to the newspaper and to the Public Relations Office; to keep a scrapbook of pictures, programs, and clippings of class activities; to read all communications, motions, and resolutions; to carry on all official correspondence for the organization; and to send the following notice if a representative has been absent for two consecutive meetings.

Dear Representative:

It has been called to our attention that some Section Representatives have not been attending Class Council meetings. You were elected Section Representative because the students wanted you to represent them in Class Council meetings to serve as a channel for class information and to furnish a medium for expression of class opinion. **IT IS YOUR DUTY TO ATTEND CLASS COUNCIL MEETINGS.**

If you are unable to attend a meeting, please send a proxy. If you are unable to continue as a representative in the future, resign and have your section elect another representative. The meetings are held on

Yours truly,
Class Secretary

Treasurer—The treasurer should be mindful of the following suggestions:

1. Set a specific time for collecting dues and completing records.
2. Keep all records in writing.
3. Keep all records up to date.
4. Always issue a receipt for money paid in, no matter how much.
5. Establish a checking account if possible.
6. Keep accurate, legible ledgers.
7. Have ledgers available for members who wish to see them.

8. Set a regular date for issuing bills.
9. Account for every item where expenditure or income is concerned.
10. Receive bills before they are paid.
11. Use a written requisition for cash in case of necessary cash purchase.
12. Show clearly in the books the income, expense, and total profit or loss on every activity which the organization undertakes.

The Preparation of Constitutions—All organizations must have a written constitution by which the class is governed. As soon as the group is formed, the president should choose a Constitution Committee to draft a constitution which will become the governing document usually after a two-thirds majority approves it.

While preparing the constitution, the committee should bear in mind the following principles:

1. The constitution should be structured and devised according to the needs of the organization.
2. Each item should be clearly, accurately, and specifically written and should be purposeful and functional.
3. The constitution should grant equal rights for all the members of the organization.
4. The committee should include provisions for amending the constitution.
 - a. The source of proposed amendments, that is, who may originate them and how they may originate.
 - b. The extent of the approval necessary for ratification.
 - c. The effective date of the amendment.
5. Before the constitution is adopted, the Constitution Committee, the Executive Committee, and the faculty adviser should make a careful study of it because revisions and amendments take much time and work.
6. After the constitution is adopted, the committee should have it mimeographed. One copy should be placed on the bulletin board for about two weeks.

The Use of Parliamentary Procedure—Parliamentary procedure should be used to conduct all meetings. The principles on which it rests are the following: the rule of the majority, with full respect and full protection of minority rights, equality of membership, free and full discussion, consideration and disposition of one matter at a time, and discussion of topics, not personalities.

Every group will have an order of business, which is usually specified; the following is the common procedure:

1. Call to order.
2. Minutes of the previous meeting: reading, correcting, approving.
3. Reports of officers, especially the treasurer.
4. Announcements.
5. Reports of standing committees.
6. Reports of special committees.

7. Unfinished business.
8. New business.
9. Program.
10. Adjournment.

With these suggestions, organizations can be assured of a democratic group process that will achieve the maximum growth of its members.

A record of activities and events of the school year; a history of many accomplishments—the yearbook is an important publication in the lives of students.

That First Year as Yearbook Adviser

A TYPICAL BUSINESS EDUCATION HIGH SCHOOL TEACHER today, in addition to teaching five classes daily, is required to serve as study hall supervisor, to act as the home room sponsor, school paper adviser, and yearbook adviser. Teachers in business education are frequently called upon to assume these responsibilities in student activities.

This assignment in student activities is an important item as revealed by recent studies. In a study made of 41 Business Education majors graduating from Iowa State Teachers College, L. V. Douglas, Head of the Department of Business Education, found that 40% of these graduates were advisers to the high school yearbook during their first year of teaching.

John J. Gress of Columbia University conducted a study in which 271 graduates of 153 different business teacher-training institutions revealed that serving as adviser to the school paper and yearbook ranked one and two, respectively, as the most difficult activities to direct in a list of 70 student activities. The value of this study lies in the fact that it came from on-the-job classroom situations.

This article is designed to acquaint the beginning teachers with some of the problems which will confront them as yearbook adviser.

The school yearbook has two significant functions. In the first place, it is to acquaint the community with the school. In the second place, it is to record the history of the school. Without any question it is one of the best public relations organs in our schools.

Some of the problems that yearbook advisers encounter in publishing a yearbook can be classified into four general areas.

1. Selecting a Staff

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2. Selecting a Printer
3. Financing the Yearbook
4. Content of the Yearbook

It is anticipated that these general areas will serve as guides for beginning teachers if assigned the responsibility as yearbook adviser. The job of the adviser is to see that the work of the yearbook staff is properly coordinated, that the book published is a good one, that it be delivered on time, and that there is enough money to pay the bills. It is important that the adviser do a thorough job, as his professional advancement and standing in the school and community will be determined in no small degree by the results he obtains.

SELECTING A STAFF

The size of the staff will vary with the size of the school, but it should be somewhere between eight and twelve. At the first meeting the various staff offices, with their duties, should be listed on the blackboard and a brief explanation of these duties should be given by the adviser.

The staff, and their duties, may be listed on the blackboard as follows:

Chief Editor—Presides at all staff meetings and holds all staff members responsible to him for satisfactorily carrying out their respective duties as designated and assigned to them.

Assistant Editor—As the title implies, this position is that of assistant to the chief. In the absence of a publicity director, he will also be responsible for the presentation of your yearbook to the school and the community.

Class Editor—Responsible for copy from all classes.

Social Editor—Responsible for copy of activities and parties.

Sports Editor—Responsible for copy on all sports.

Layout Director—Selection of art work and responsible for the appearance of the finished book.

Business Manager—Responsible for the financial and business end of the yearbook project. Prepares the budget and keeps the finances within the maximum allowed by the budget. If a school uses advertising to help pay for the yearbook, then it will be his responsibility to conduct the advertising campaign.

Sales Manager—Responsible for the sale of the yearbooks and for setting up a policy regarding payments and keeping a record of these payments. It is his duty to conduct the subscription campaign.

Production Manager—Responsible for selection of pictures with proper captions, and for typing the dummy annual from the copy prepared by the chief editor.

After the adviser has explained the duties of each office he should have the students fill out an application for the particular office in which they are interested, listing experiences and qualifications they might have. After receiving the applications, the adviser should confer with the superintendent and other members of faculty concerning the ability and initiative of each student who has applied, and then have a short personal interview with the student. On the basis of the information received from the interviews, the adviser should make his staff selection.

The importance of a cooperative, enthusiastic and interested staff cannot be underestimated. The adviser should select the editor with deliberation because the editor must have the ability to accept responsibility as well as leadership. The adviser should discuss in detail with the editor and the business manager all the major projects and should see that they make all assignments to their respective assistants and assume responsibility for their execution.

The adviser should not act as a censor, but as more of a guide or consultant. He should point out to the editor that there are certain things that he must watch in accepting copy for the yearbook—correct grammatical style, semi-profanity, incomplete sentences, or questionable slang terms.

SELECTING A PRINTER

Perhaps the first thought that enters your mind in selecting a printer is to select the one offering you the lowest rate for his services. Naturally the price is an important item, but it is by no means the only factor which must be considered.

A printer should never be selected without first seeing samples of his work. Almost all of the firms publishing high school yearbooks have representatives throughout the United States, and they will be only too happy to visit your school and show you some samples of yearbooks which they have published.

In selecting a printer, you should receive bids from the different yearbook publishing firms, and then compare the price from each firm with the workmanship. In making your decision, ask yourself this question, "Which will give us the best book for our money?"

When comparing prices or bids from different firms there are several points to keep in mind. First, be sure you understand what the printer means by one page. In most instances one side of the sheet (especially mimeograph or lithography types of printing) is considered as one page.

You will be in for a great shock if you plan on using both sides of the sheet and figure the price as one page. Second, when you inform the printer of the number of copies that you want, be sure to inquire how much it will cost if there is an addition or reduction to this number. Third, the terms of payment should be clearly understood by the printing firm and the business manager.

Find out if a down payment is required, what the down payment is, and when it has to be paid. Be certain that the agreement is clear regarding the final payment, and make sure that there is enough money to pay for it.

It is wise to find out also how the books will be shipped, whether it will be C.O.D. or on open account. The payment should be made as soon as possible after the bill has arrived.

The delivery date of your yearbook is an item which must be covered in your contract with the printer. Most high school yearbooks have a delivery date in the spring of the year while the school is still in session.

However, if you desire to have all of the school activities which occur in the school year included in your yearbook, then the delivery date

will have to be sometime during the summer, which is called summer delivery. This type of delivery is cheaper than spring delivery. It is also possible, with some firms, to have your delivery date in the fall, but this is not recommended.

In almost every type of journalistic endeavor, there is a deadline date that must be met. The high school yearbook is no exception. The printer publishing your yearbook will establish certain deadline dates, and your completed copy must be in the printer's hands on these dates.

A delay of two or three days on your part may mean that the delivery of your yearbook will be delayed several weeks. Various firms use different policies regarding deadline dates; therefore, inquire as to their policy.

Some schools use a local publishing firm to print their yearbooks. This method is advantageous in that the printer is close at hand and this will allow you to have a later deadline date. Then too, it may help the school's relations with the public by having a local printer do the work.

However, most local printers lack experience in publishing yearbooks; therefore, they are not in a favorable position to offer suggestions to you and your staff. Their prices may be the same but the quality of work may not be as good as a firm which prints yearbooks exclusively.

The three most commonly used measures by which schools buy yearbooks are: quality, service, and price. Quality includes the over-all appearance of the book with special emphasis on pictures. The service includes the help the school receives from the printer in the way of furnishing aids, giving suggestions, and answering any questions you may have. Price as a measure is self-explanatory.

Any good publishing firm will furnish you with layouts and ideas that may be incorporated in your yearbook. They have prepared instructional booklets which will give you advice on all matters pertaining to the publishing of your yearbook.

Nothing will be said as to the selection of the yearbook cover, type of binding, or the type of printing process because these problems are personal in nature and will vary with each school.

FINANCING THE YEARBOOK

This problem must be answered at the very first staff meeting, and a carefully planned program of raising revenue must be established. This will be the responsibility of the business manager, and a big responsibility it is, for if the

money to pay for the yearbook cannot be raised, there can be no yearbook.

The two ways that are most generally used in financing a yearbook are sales of yearbook and soliciting advertising.

The sales campaign must be organized and started as early as possible. A definite time limit must be placed on the sales campaign, and a plan must be devised which will make it advantageous to the buyer to purchase his yearbook during the sales campaign.

There are several methods which may be used in promoting early and prompt buying of the yearbook. One of the most effective methods is to promote a yearbook beauty, or popularity, contest in the school. If this method is used a buyer is allowed a certain number of votes if he purchases his yearbook before a certain date, and the number of votes will decrease as the days progress.

Another method which has been used is the graduated price schedule. For example, during the early part of the sales campaign the price of the books may be \$2.00. At a later date this may be increased to \$2.25, and during the last week of the campaign the price may jump to \$2.75.

Competition between classes is another method of stimulating early buying. This type of campaign is often conducted through the home room, and a sales captain is selected for each room. A prize for the class that wins may be a feature page in the yearbook.

Giving the buyer something to display which shows that he bought a yearbook is another method used in some schools. This may be a tag, button, or ribbon with the words, "I BOUGHT MINE," or some other slogan, inscribed on it. This method indicates to the solicitors which persons have bought a yearbook and will enable the solicitors to concentrate on those who have not.

Advertising is a widely used method of financing the high school yearbook. The sale of advertising should take place during the first few weeks of the school year and should be done in a systematic manner. The sale of advertising need not be limited to your own community, but neighboring communities will oftentimes wish to advertise in your yearbook.

The adviser, business manager, and his assistants should decide how much they want to charge for various types of ads so the student who is selling advertising to the businessman can quote prices. It is a good idea to have several samples of ads prepared to show the businessman. The

yearbook adviser should help to prepare these students selling advertising by giving them suggestions on how to approach the businessman and how to present their materials.

There are several different ways or types of yearbook advertising. Some use *display* advertising which consists of selling space to the advertiser in which he tells his story according to his own ideas. Others use *pictorial* advertising which shows actual photographs of merchandise being purchased by members of the yearbook staff or the outstanding football player. This method does have local appeal, but is somewhat expensive.

Still another method used in selling advertising is *booster list* which consists of listing all advertisers in alphabetical order on one or more pages. Probably the most popular form of yearbook advertising in many sections of the country is the *page sponsor*. Page Sponsor advertising consists of printing copy for one or more business firms on a regular page of the yearbook, stating that the firm or firms have sponsored that page.

There are other methods which may be used to raise money for the yearbook. The staff can sell Christmas and Holiday cards or they can sell a special school calendar containing the important dates in the school year. Magazine subscriptions may also be sold, as well as school stationery.

CONTENT OF THE YEARBOOK

The content of the yearbook is the all-important thing when it comes to publishing your yearbook. There are probably as many variations in the arrangement of content matter as there are yearbooks in existence.

The trend in publishing yearbooks is to include the activities of the entire school, with emphasis on the senior class. This is even more desirable in the small school, where classes are small, and where recognition can easily be given to all grades, including elementary.

One of the basic decisions which must be made by the yearbook staff is whether or not the yearbook is to follow a general plan or theme, but regardless of what the device is called, every book needs something on which to build and to tie its various elements together.

The matter of a dedication page has come in for a lot of discussion lately. About 50 per cent of the high school yearbooks still dedicate the yearbook to somebody or something.

The first portion of many yearbooks has pictures of the faculty and a short statement about each teacher. Included in some yearbooks are pictures of the members of the school board, the school building, custodian, bus drivers, and other employees.

The next section is usually devoted to the various classes, with the seniors coming in first. Individual pictures of the seniors are included in almost all yearbooks. Some yearbooks still publish the senior history, the class prophecy, class poem, and class will, but the modern books definitely have abandoned them, which is probably due to the fact that the yearbook has progressed from a senior classbook to an all-school yearbook.

The other classes of the school, including the elementary groups, are represented by group pictures, and perhaps a short statement concerning some outstanding achievement of the class. The class officers may also be listed, and if room permits, a picture of some class members at work in one of their classes.

After this will come the activities of the school year, including pictures of various clubs in the school, the school band, members of the school newspaper and the yearbook staff, class plays, contests or trips, parties, and faculty activities.

Athletics will be the next feature of the yearbook. This will include pictures of the members of the various athletic teams in the school. Football, basketball, baseball, track, and any other sport in which the school participates should all be given equal representation. This will include, in addition to the varsity teams, any sophomore or freshman teams the school may have.

Many high school yearbooks include next a section dealing with honors received by individual school members in academic subjects, music, art, or athletics.

If display advertising is used, the last section of the yearbook will be devoted to this. It is well to use both sides of the page in preparing this advertising so the book will not appear "loaded down" with many pages of advertising.

From this run-down of the content of the yearbook, you will notice that pictures play a very important part. It is advisable to have a commercial photographer take the pictures of the classes. An understanding should be reached between the editor, the business manager, and the principal or superintendent concerning the taking of group pictures.

One method that has been used successfully is to set aside a school day, or half day, for the taking of group pictures. This will include pictures of all the classes except the seniors, various athletic teams, clubs, band, etc. A time schedule should be prepared by the editor and assistant editor and it should be followed as closely as possible. In arranging for group pictures the size of the group is very important to the photographer to help him in setting up his "props." The schedule should be arranged to allow students who are in several activities time to change clothes. In this way all the group pictures can be taken with a minimum amount of disturbance, as well as time.

In almost every school there is some student photographer who will be willing to take informal shots of individuals or groups of individuals, and submit them for portrayal in the yearbook. The more pictures you have to select from, the better.

In order for the yearbook to be well organ-

ized, a dummy yearbook should be prepared early in the school year. Each page in this dummy yearbook should appear as it will when the book is completed, including the space where pictures are to be and the copy that is to go on each page. Naturally you will not know exactly what the copy will be, but space should be allotted for this.

These are the problems which will face you, and it will be your job, as the yearbook adviser, to solve them. As stated previously, the problems mentioned here are intended as guides, and you may have to improvise to meet the needs of your particular situation.

Remember that the school yearbook is to record the history of the school year, and the students who helped to make that history. Your staff must assume the responsibility and initiative to produce a yearbook of which the school can be justly proud. It is an excellent project or activity and worthy of the best efforts of staff and sponsor.

Individual sports and games should be included among the school activities in addition to and in cooperation with the team and community athletic program.

Include Golf in the Physical Education Program

THE OBSERVATIONS AND EXPERIMENTS AND ACTIVITIES OF A GOLF PRO should be enlightening to school administrators and physical education directors.

I went to college twice. First at Springfield (Massachusetts, where basketball was born) majoring in physical education, and the second time fourteen years later, studying metallurgy. Today I'm back very close to the physical education field, a golf professional and the proud owner of a golf course.

Even tho golf and its promotion occupies the majority of my time, I still find time to spend a few hours to help a little in local school affairs. I umpire the high school home baseball games, mow the field with our gang mowers, and just recently, in conjunction with a civic club project, helped build a new diamond that was sorely needed.

For the last three years I have been conducting free golf clinics, four times a week, for our high school seniors, both girls and boys. We give them a half hour of instruction and then let them

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go out and play as many holes as time permits in their schedule, in order that they may practice what I preach. The response has been gratifying.

Young people who had never given the game a thought have taken to it like a duck to water. Both girls and boys who have never made a team now find themselves on a team of their own making—a golf foursome made up of four school buddies.

Suppose we take a look at both the physical and mental requirements needed. Physically it's a game where coordination and timing are the two most important factors that need to be mastered in order to play well. Brute strength and size mean very little in being able to play well enough to appreciate and enjoy it.

As a matter of fact a slight or a short person endowed with fairly good coordination will never

have to worry about taking a back seat to the so-called brawny athlete. He or she has all the equipment needed to play well if they are willing to watch, listen, and learn.

I also like to think of golf as the one big-time sport that can be played from the time you are able to walk until you can't walk any more. The very fact that you may play fast or leisurely allows people to participate when ill health of some kind might prohibit taking part in the other so-called strenuous sports.

Mentally, it's tops in teaching a person self-control and good ethics. I have a little sentence printed on the bottom of all our score cards. It says this, "Real golfers are the best sportsmen in the world."

I have had that statement printed because I believe that golf, played with the proper mental attitude, can do more toward emphasizing fairness, honesty, and self-control than any other sport I know. Understand I am not knocking team sports. I am a firm believer in them.

I think, however, that the mental attitude derived from golfing experience will help tone down the rhubarbs that are sometimes in evidence in high-pressure team play. Tone them down without taking away a single bit of the enthusiasm and will to win. In fact, I think it will increase it, and will give your boy the better perspective of taking the bitter with the sweet.

Golf is a game for the positive thinker. When you go out to play, no one is to blame for the missed shot but yourself. Therefore put yourself in the frame of mind so that you feel "I know I can hit that drive straight down the fairway. I know I can knock that iron shot right on the green, and I know I can sink that putt!" That's positive thinking. The kind you need in "life" as well as in golf.

No man or woman ever became great who had a defeatist attitude. You must believe in yourself and your ability. If you don't, no one else will. Mixed with this feeling you must also realize there have to be some bad days and accept them with a philosophical attitude. So don't allow yourself to get to the point where you believe you can't be beaten or you'll wind up being a deflated egotist. Just be able to shrug off the bad shots and remember the good ones.

Decorum on the golf course is a great yardstick of character. Be able to refrain from a display of temper if things go wrong. Be able to congratulate your opponent on a good shot

even tho it has cost you the hole. When you are playing extend to the other groups the little courtesies you would expect from them.

Take care of the golf course as if it were your own. Those dozen or so little things which you will learn to do subconsciously will give you a certain touch of bearing and gentility that will show itself whether you are aware of it or not.

Golf seems to be more and more the sport that goes hand in hand with business. The executive takes his associates to the club for golf, dinner, and a conference. Many a man has had his character evaluated by the persons playing with him—not through his score, but by his deportment while playing; and his reactions while either winning or losing.

Even though he may never take it up as an active hobby, the average person is likely to be included in a golfing party every so often. A start while still in school, having been trained in fundamentals and with a fair idea of golfing etiquette, will give you the chance to creditably take care of yourself when playing.

I would like to see all high schools add golf to their physical education program. I'm sure the other golf professionals feel as I do, and would be glad to give some of their time to start the pupil off on the right foot. (Quite possibly I should have said, "left arm.")

Privately-owned and municipal courses will in the majority be happy to allow the students the use of their courses during slack periods. Certainly the added golfers eventually made up of those who stick to the game will not hurt their business. In the meantime the pros and the course owners will have, in a small way, made their contribution toward giving these young people a chance to learn about and participate in a sport which, in some instances, might have been out of their reach financially.

You will have given the students a game which gets them out in the fresh air and sunshine where they belong. You will have introduced them to a sport which above all promotes true sportsmanship. You will have given them a chance to learn a sport or game at which they can continue long after their football, basketball, baseball, and track legs are gone.

Just send a faculty representative along with them to help out and you will have added the professional at your home course as an extra member of your physical education staff. The pro will be glad to do his bit.

Extracurricular activities in the schools are probably approaching greatly increased significance in all the lands, just as we know them so well in our land.

Pupil Activities in the Kingdom of Libya

THE WRITER HAS RECENTLY RETURNED from a two-year assignment as Educational Adviser for the Foreign Operations Administration of the United States. He was assigned to work in the United States Mission to Libya, which is situated between Tunisia and Egypt, on the Mediterranean Sea in North Africa.

School pupils in many of the high schools in the United States would be more appreciative of the program of student activities in our schools if they could observe the limited sphere of operation in an underdeveloped young country such as this one.

A few personal observations illustrate the points, but only actual visits to the school reveal the dire poverty of material and professional elements in the educational system of this new nation. The institutions cited here represent better-than-average situations (for Libya) because they are receiving direct assistance from the United States Mission (formerly Point IV).

Musical activities as we know them are not a part of the program. A solo on a primitive flute, which was played at an "Arab Tea Party," was the only music observed in a school-related function. Pianos are being placed in some of the schools as a stimulant to musical expression, but progress is slow, as musical training among staff members is scarce.

Dramatics likewise are not normally included in the list of activities. This is unfortunate because some pupils seem to have talent which could be developed in this direction.

The concept of student participation in school government is not generally known because most teachers have not experienced this democratic practice themselves; and the pupils are not aware of this means of civic expression.

One approach has been the institution of student discussion sessions in the dormitory which are led by the faculty supervisor. In these meeting problems of school life are considered, but the main emphasis is upon following the rules stipulated by the officials in charge.

One school has attempted to start a student council with limited activity, but American pupils would judge it to be most elementary. (It must be admitted that some stateside councils are also

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weak.) It is hoped that the idea will spread as the program develops.

The institutions concerned are all very new and staff members come from the Middle East countries of Lebanon, Syria, Jordan, and Egypt; with British Libyan government officials and United States Mission educationists attempting to fuse these international elements into a functioning machine, with the cooperation of the native Libyans in the Provincial Departments of Education and the Federal Ministry of Education.

This international composition of the teaching groups makes it difficult to achieve faculty unity and it is believed this is essential before much leadership in student activity may be given by the appropriate teachers.

In the field of athletics there is a fairly well developed program of soccer. Since coeducation is not allowed in Libya the spectators are all boys and the colorful uniforms of the players provide the only significant resemblance to American sports events.

Bands are not known, cheerleaders have probably not been considered, and thus cheering sections as such are non-existent. There is considerable unorganized enthusiasm and this activity constitutes the main factor in the extracurricular life of the school. Other sports are generally



Basketball Squad

played on a limited intramural basis and include volleyball, table tennis, and basketball.

Until the American Point Four program provided sports equipment for these schools, very little athletic equipment was available, and even soccer was played with the minimum essentials. Such lack of proper equipment resulted in injuries, lack of pride, and motivation; and a rather dim outlook on participation, in general.

In one of the schools a good start was made in developing a school magazine. The first year it was mimeographed, and created so much interest that the second year a printed format was approved. At one time faculty members wanted to monopolize the space for articles which would bring their names and ideas to the attention of the readers.

It was thought some faculty contributors hoped to gain favor with the administrators and supervisors in this way. Greater pupil authorship was achieved by stipulating a maximum space allotment for material prepared by faculty members.

It was interesting to note that considerable Arab poetry was contributed, revealing a cultural phase of native life which might not have been recognized without this particular student activity. Some original cartoons and photographic work added additional outlets for student initiative and talent.

Clubs are usually of the literary society type and the program all too often is faculty planned, developed, and executed. Such affairs did give the pupils an insight into a different phase of the contributions of the faculty members concerned, but did little to develop pupil experience and growth.

Some discussions on philosophy, religion, history, current events, and education were presented, which are stimulating and did result in

pupil discussion in the meeting and very likely afterwards.

In the area of social affairs the "Arab Tea Party," which has a pattern all its own, was the one and only event on the program in most schools. The pupils, and any guests, are seated around the walls of the room and the "program" takes place in the middle of the room for the most part. If the room is small, the seating may be in rows with the action at the front of the group.

Pantomimes mimicking selected staff members or pupils, tricks of magic and mystery, and the previously-mentioned flute solo are typical entertainment activities. The Arab sense of humor is such that the boys like to see someone in an embarrassing situation and to laugh at his discomfort. Therefore, certain games were devised in which a pupil is placed in a "fix" while the others laugh at him. It is all done in a good-natured way, and the victims do not seem to mind as they will have their turn to laugh at the next "act."

Contests similar to bobbing for apples are also popular as indoor party sports; and the spectators enjoy them as well as the participants. When it comes time for the tea to be served it is done in a business-like manner by passing the glasses quickly out to members of the group and following rapidly with a tray of pastries of "Arab Sweets."

The tea is consumed quickly and the collection of the soiled glasses is accomplished with a hasty efficiency, which is contrary to usual procedures in this locale. This is not part of the scheme of things when tea is consumed in a non-party atmosphere, because then the tea drinking goes on in a leisurely manner and for a long time.

Speech making is also a part of the party format with flowery welcomes being given to guests with the entire party listening intently. A response from the honored guests is also expected.

There is a stiff formality about the affair which is an indication of the lack of relaxed social experiences. American high school students would likely be very bored with the type of social life which is possible in the Libyan schools.

Some educational field trips were organized to historic points in the country, to other schools, and to certain commercial establishments. In combination with a picnic lunch, such trips helped to develop a new-type social situation which should help to make the school life more



Volleyball Players

friendly and informal. The observations recorded here are applicable to the school for boys. The education of girls at the secondary school level is very limited, and the activity program is likewise rather sharply curtailed by taboos on activities in which girls may engage.

Field trips were practically forbidden because Libyan girls could not go on a trip if men could observe them. It was necessary to find a destination at which the girls could enter a walled area or building. This made planning frustrating, but some minor excursions were made.

The girls did play basketball and other running games in an enclosed playground. They also contributed some articles to the newspaper which was published in the school for boys.

The first year they did not dare to sign their regular names and used pen names. The second year some of them secured more confidence and permitted their names to be used. Under the guidance of an English headmistress, the girls did develop a pattern for tea parties which was very pleasant and "correct."

They did not have as much fun as the boys, though; and probably will not attend similar functions, once they leave the environment of the secondary school. It is interesting to wonder what would happen if a coeducational tea party were allowed—but of course no one would even think of such a thing in Libya.

Kodachrome motion pictures and slides produced by the author, using the athletic activities described here, and including some classroom scenes, have been of interest to many pupils and educators in the area. These pictures tell the story more adequately than the printed page, but it is hoped that these verbal glimpses of a student activity program in a far-away land will be of interest, also; and that an understanding will result which will point toward greater appreciation of what we do for high school students in our own country.

Our students might be interested to know some of the difficulties faced in an underdeveloped country where boys and girls are not allowed to associate in the schools. Some of the things achieved may provide encouragement to our students; because if these ends are realized to a fair degree in Libya, we should be able to do even better in our educational system.

In spite of the strengths in our own student activity programs we have much room for improvement and it is hoped that this article will indirectly, if not directly, inspire some teachers

and pupils to strive for better activities. Extracurricular activities are a definite part of all schools, in foreign lands as well as our own.

Whose Fault Is It?

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Whose fault is it when one of the language clubs at a school gets more publicity than the other three put together? Is it the fault of the club, the club sponsor, the club reporter, the newspaper editor, or the student body?

Let us look at the charges which might be made against these people or groups by the other language clubs.

The club—The club is too publicity conscious. It wants to grab the headlines all of the time.

The club sponsor—He is entirely too publicity-conscious himself, or he does not act properly to keep an over-enthusiastic and aggressive club reporter in line.

The club reporter—Overly enthusiastic and overly aggressive. He makes it appear as if the club is doing everything, and he has convinced the newspaper editor that his club is the best in the school.

The newspaper editor—He is prejudiced and biased toward the one club; he has not taken the trouble to find out what the other clubs are doing.

The student body—The students have been duped into believing that the one club is the best in the school and the only club which is active and doing something which is worth while.

Is there any truth to these charges? What are the facts?

The club—At the beginning of the year the club was conscious of the fact that its activities should be publicized and took pains to appoint a boy who was interested in journalism to give the school newspaper publicity releases.

The club sponsor—He pointed out several times to the reporter that the headlines which were given to his releases tended to overplay the importance of the club's activities, and he suggested to him that he might also obtain news from the other clubs and submit it to the school newspaper.

The club reporter—He enjoys writing and believes that the work of his club should be publicized. He cautions the editor that he doesn't

desire it to look as if his club was the only group on campus that was doing anything. But he continues to submit releases about the club. He doesn't have the time to cover the activities of the other clubs.

The newspaper editor—He has a busy schedule and tries to be fair to all groups in the school. However, he does want news to print in the paper, and the club reporter supplies well-written and significant news. He was more careful about the writing of the headlines after the club reporter told him that the headlines over earlier stories exaggerated the importance of the work which the club was doing. He suggested to the officers and sponsors of the other clubs that they ought to have a club reporter who would submit news releases. But none of the other clubs acted.

The student body—The students read the newspaper, and learn that the German Club is very active. They have no reason to believe that the editor shows favoritism to one language club. They assume that the other clubs have not been very active and that they have nothing to report.

Whose fault is it?

The other clubs have only themselves to blame. By placing the blame upon other people, they have made themselves feel better, but they have not solved their problem. None of the other people will do the work which they are supposed to do. If they want publicity, they should appoint someone to gather the news of their activities together and write it up for the paper.

Writing a good news release is not such a difficult job that someone who is willing to work cannot learn the technique well enough to have something ready for the paper.



Learning Proper Cheerleader Techniques

Cheerleader Clinics Are Popular

CARL H. KOPELK
Executive Secretary
Kansas State High School
Activities Association
Topeka, Kansas

The Kansas State High School Activities Association sponsored its second series of Cheerleader Clinics this fall under the direction of L. R. Herkimer, Executive Secretary of the National Cheerleaders Association, Dallas, Texas.

It came as no surprise that there was an increase of approximately 30% in attendance this year, compared to that of 1956. A total of over 2,100 cheerleaders attended the six clinics held in different sections of the state.

School administrators who had the opportunity to witness the clinic demonstrations were lavish in their praise of this activity. Several remarked that it was one of the most worth while projects ever conducted for high school students.

Mr. Herkimer does an outstanding job and is extremely popular with those in attendance. His method of approach holds the keen interest of his audience and he not only improves cheerleading techniques, but also teaches cheerleaders the value of proper sportsmanship at athletic contests; and many other important phases of being a good cheerleader.

The following program was scheduled at each clinic: Cheerleading Techniques, including effective routines, crowd psychology, boosting school spirit, sportsmanship, color demonstrations, pep rallies, songs and chants, novelty yells, uniforms, and mass demonstrations; Mass Teaching of Outstanding Yell Routines; and Demonstration of Yells by Students in Attendance.

Cheerleader clinics have done a great deal to improve high school cheerleading in Kansas. Techniques are much better, and a big change in the type of uniforms is noticeable. Plans now are to continue clinics in alternate years, since the average school usually has some "carry-over" with its cheerleaders.

Sportsmen's clubs are busily engaged in varied projects—hunting safety, feeding shelters, wildlife cover, game propagation, predator control, and others.

Sportsmen's Clubs Promote Various Activities

THE HIGH SCHOOL CONSERVATION, FISHING, AND HUNTING CLUB of Aliquippa, Pennsylvania, cooperates and works with various Sportsmen's Leagues and Clubs on many conservation projects. A story of the organization and some activities of the club are included in an article in the May, 1955, issue of SCHOOL ACTIVITIES MAGAZINE. Some of last year's activities are described in this article.

HUNTING SAFETY

A brochure for 1955 told of a publicity campaign designed to call attention to gun safety and to minimize hunting accidents and game law violations. Once again, the Beaver County Sportsmen's League carried out the same program. It was gratifying to learn that during 1955, Beaver County had fewer hunting license revocations than any other county in Pennsylvania.

This was true in spite of the fact that Beaver County had upwards of 15,000 licensed hunters. Now, it may be that our publicity campaign was just a coincidence. We realize this, but do not choose to believe our campaign had no bearing on our county's admirable record.

Our scrapbook shows the many features which were published in our county papers. All were directed at the hunter, and told him, in the form of a well conceived illustration, the things he must do to keep hunting a safe sport and also maintain the friendship of the farmer.

These items first appeared a few days prior to the hunting season and continued throughout the season, thus keeping the thought before the sportsmen at all times. It should be emphasized here that our county newspapers are to be commended for recognizing the need for such a publicity program.

Without their cooperation, who knows, we might have led the State in license revocations. But we must not reflect on what might have been. The point is, an industrial county like Beaver, with all of its population simply cannot afford to overlook any campaign which might make hunting safer or improve relations with the farmer.

Many of our clubs carried this hunter safety program a step further. They purchased and distributed hundreds of bumper strips which tell

LARRY F. BLANEY
Club Sponsor
Aliquippa High School
Aliquippa, Pennsylvania

such stories as "Hunters: Be Sure It's Game Before You Aim." Now we know that Beaver County's "Hunting Safety" Program is successful. Next year we hope to improve it to the extent that no Beaver County hunter will find his name on the Game Commission's "bad list."

STREAM POLLUTION REPORT

Last year's brochure included an extensive outline of stream pollution, particularly its effect on Raccoon Creek. During 1956, the Beaver County Sportsmen's League continued its campaign to improve the polluted waters of Raccoon Creek. Members of the Sanitary Water Board, who attended the special meeting on Raccoon Creek in November, 1955, promised that a survey would be made to determine, exactly, the nature of all the pollution and the source from which it flows.

The League has corresponded with the Board regarding this matter, but as yet the survey has not been made. The Sanitary Water Board claims they are short on personnel trained to make such a study.

In the meantime the League, from time to time, continues to keep the deplorable condition of Raccoon Creek before the general public through articles in the Beaver County newspapers. On October 13, 1956, a group of interested individuals toured certain branches of Raccoon Creek.

The main purpose was to determine the extent to which the tributaries were being corrupted. Realizing the task of improving the creek was so great that Beaver County could not go it alone, the touring group was set up to include prominent men from Allegheny and Washington counties.

The scope of tour can only be realized by those who were present. However, to summarize, we can only say that the people of this area are being deprived of a tremendous recreation potential.

The group was able to travel to a spot on the Cherry Valley Branch, where pollution from an abandoned mine gurgles forth, through the earth's surface, and completes its deadly mission of snuffing out all life in the stream. It might be said that this branch is typical of all tributaries to Raccoon Creek.

We are still paying for the coal which was harvested many years ago. Many of these communities, along the shores of these branches, are no longer prosperous and as if to add insult to injury the great God-given heritage of clean water has been sacrificed on the altar of the almighty dollar.

At the time, this undoubtedly seemed the proper thing since man must earn a living in order to survive in our civilization. But the Beaver County League is attempting to prove that the natural resources of America, especially water, must receive prime consideration in the future.

This thinking was brought to mind quite forcefully when the group touring Raccoon Creek visited a location in Smith Township. The men observed a branch formed by the junction of the Cherry Valley Branch and Burgetts Fork.

This stream flows through a scenic valley and from a high vantage point presents quite a colorful picture. That is, until one realizes that the water carries the same lethal elements common to all other streams in the area. A member of the Raccoon Valley Chamber of Commerce pointed out the vast possibilities of this valley as a recreational site or even an industrial site, if it could provide clean water.

A member of the Harmon Creek Coal Company showed the group a twelve-acre lake created by the coal company to provide recreation for the employees' families. The lake supports bass, trout, bluegill, and catfish. The group saw these fish from a foot bridge, alive and healthy. The general opinion was that one thing is quite obvious: that is, we *can* harvest the natural resources such as coal without sacrificing our soil and water.

PREDATOR CONTROL

As in the past years, the Beaver County Sportsmen's League's member clubs carried on their own predator control programs. This is enhanced by the fact that some clubs have members who make it their year-round hobby to trap fox.

Due to such a program the following predators will no longer prey on Beaver County's

wildlife: 231 red and grey fox; 6 great horned owls; 17 stray cats; 279 crows; 6 predator hawks; 39 skunks; 93 predaceous snakes; 36 snapping turtles; 43 opossums; and 5 water dogs. This program was designed to minimize the predation from nature's creatures of the fields and streams.

However, the Beaver County Sportsmen's League realizes that predation is not confined to the woods, fields, and streams. Late during the summer the League was advised that reckless drivers were responsible for killing two of our hard-earned wild turkeys in Raccoon Creek State Park. This was in an area where the speed limit is thirty miles per hour.

It proved that man, with his automobile and gun, can be the greatest predator of all. The League immediately prepared articles for the county papers urging the motorist to consider wildlife and to realize that wildlife on the highways at night must "be given the brake."

GAME PROPAGATION

Five clubs of the Beaver County Sportsmen's League raised pheasants for release in Beaver County. The birds released totaled 430. The chicks were provided by the Pennsylvania Game Commission. Twenty pair of mature breeding stock quail were purchased and released by one club.

This club has for years been attempting to improve the quail population in Beaver County. Twenty-nine turkeys were raised and released by the Green Valley Sportsmen's Club. The Game Commission stocked fourteen turkeys. The League is proud of the results achieved from its four-year drive to build up Beaver County's turkey flock.

As of mid-November, 1956, eight turkeys were reported killed in the south side of Beaver County. It is known that hunters took turkeys home without reporting their kill. But it is significant to note that the flocks are being constantly observed in many other sections of the county. Thus the effort was worth while because just four short years ago, Beaver County had no turkeys at all.

Several member clubs carried on a rabbit-trapping program. From the incomplete information at our disposal, 200 rabbits were trapped in populated areas and released in open hunting territory. The sportsmen of Beaver County realize that the stocking of game in a strange area

can upset nature's balance in relation to the food problem.

Thus, they have made every effort to see that the game is properly fed, especially during the winter period. A total of 575 bushels of corn were distributed last winter.

Many club members have made arrangements with certain produce dealers to secure unsalable produce items which they can carry to the game in the fields. Many feeding stations for game and songbirds are maintained throughout the county.

Seven of the League's affiliated clubs have constructed centrally-located game-feeding centers where ear corn is available at all times to anyone desiring to feed wildlife. This supplemental method of distributing game food has proven highly successful.

Who Shall Belong to a Club?

ROBERT J. G. BARLOW
Eveng Junior High School
Trenton, New Jersey

The obvious, immediate answer to the question, "Who Shall Belong to a Club," is everyone. The author submits that club membership should be restricted or selective in many cases.

The author would restrict his discussion to subject matter or allied clubs such as a science club, creative writing club, or dramatic club. There can be little quarrel with opening clubs such as Table Tennis (Ping Pong) or Games Club to all they can accommodate. In this latter group, it is still important to see that an individual's participation does not adversely affect his school work.

We have long recognized that classroom education should provide for individual differences of the students. That precept may be extended to a club program. Provide clubs that enable students to work with those of their own intellectual caliber.

My proposal is that subject matter clubs, such as those cited, be scheduled in two or more sections where feasible or possible. Membership in one section will be limited or restricted to those above a certain academic level or those with definite interest in the subject. This could be done by specifying the necessity of a written teacher reference before admission, or possibly, by both.

Those who elected the club but did not meet the requirements of the "honor" group would be scheduled in the remaining sections.

The primary distinction between programs of the honors and the standard clubs would be one of degree or complexity of topics treated as well as projects. From my experience I would say that honor group members would choose to study more theoretical science than the usual group. A student in one of my classes recently elected to investigate "basic laws of aerodynamics" as an oral report. The resultant report showed remarkable comprehension of material not commonly seen in students below college level.

To attempt either a complex program such as the aerodynamics cited or a relatively simple program such as after-dinner science tricks in the present heterogeneous club group means resulting boredom for a considerable segment to whom the material is too hard or too simple. A club program aimed at your median intellectual level means you must overlook many topics that may be of interest to the minority (high I.Q. or otherwise).

The argument, that "If material is that interesting, it should be presented in a class rather than a select club," is not valid. The material selected for such a club would be an extension or elaboration of club topics and/or the presentation of new topics. Thus such a science club might discuss the history of antibiotics during a class unit on modern medicine. Elementary genetics might be discussed and suitable experiments set up. The club topics would be beyond the comprehension of the class as a whole except where it is homogeneously grouped.

Such clubs can provide the gifted students with the facilities and opportunities to investigate fields of their particular interest to a degree not possible in the present classroom in many systems. An honor club can be the locale of much independent work (under sponsor guidance), impractical due to class size or allied problems. Functioning in that fashion, such clubs may be a partial answer to the important problem of stimulating student interest in a topic, especially in this Sputnik age.

Personnel from such a science group could be integrated in a classroom in many ways. They could be asked to set up and explain experimental demonstrations correlating with classwork. They could be asked to report on their special club projects or hobbies (related to the subject). They may be asked to prepare a lesson

with the teacher's assistance for presentation to the class. From my experience, both the students and the "Student-Teachers" enjoy such a situation and considerable learning occurs.

A subject matter honor club provides a medium of recognizing student achievement, especially where the club functions so effectively that membership is an honor in student eyes. It could fulfill somewhat the same function as such organizations as the Varsity Club.

Concern that teachers might infringe on the democratic rights of students to select clubs has led us to accept a situation that severely lessens the educational values inherent in a club program and occasionally has the effect of stifling or killing an individual's interest in a subject. Requirements for subject matter club membership enhance the values of a club program for all concerned.

A New Crisis for School Activities

J. R. SHANNON
Del Mar, California

Nothing in the past fifty years has so set Americans agog as the news of Sputnik. Agog and groggy! News commentators, politicians, and educators are all astir; but uncertain. Confusion, bewilderment, and babble are the marks of the months since the "illiterate Russians" caught us with our coefficients down.

Ill-considered and irresponsible assertions on how it came about, and what to do about it, are rampant. A Senator from the East proposes our shooting down all man-made satellites—as if we could—and antivivisectionists weep for the sacrificial dog.

But, more and more, both doctors and diletanti are looking toward education—and particularly toward school activities—with contempt for their basic philosophy.

No better fifty-word statement of the philosophy of modern American education has been written than that by Harold M. Ladner in *SCHOOL ACTIVITIES* last December (after Sputnik): "The school should have as its primary purpose the development of the child. This is the sole purpose of education today. Education should develop the child in such a manner that he or she will be able to live a normal and useful

life in a democratic society."¹ William H. Kilpatrick could not have said it better. John Dewey could not have said it so well.

But many people do not like that philosophy. Arthur Bestor, Robert Maynard Hutchins, et al., have had their axes ground for the child-centered school for a long time, and Sputnik gives them an occasion for renewed vituperation. That clan has been clamoring for heaps of mathematics, science, foreign language, and other prescribed "disciplinary subjects" in the high school program of studies, and now they think they see the proof of their pudding.

"If you can't lick them, join them," is the unrecognized philosophy underlying much of the thinking of the terror-struck prescribers of educational pills designed to palliate international tensions rather than getting at the root of evil.

Without recognizing the full implications of their proposals, many of the self-appointed physicians would substitute "totalitarian society" for Ladner's "democratic society."

Only in a school system operating in uniformity under the direction of a federal dictator could the ends be achieved which the alarmists propound. Only in an extension and intensification of the cold war could they be needed.

School activities, more than any other part of the school program, consummate the ideals of our modern philosophy of education. If that philosophy is junked, we already will have lost the cold war—and the only legitimate goal of a hot war—the preservation of democracy.

Long live hopeful Harold!

¹HAROLD M. LADNER, "Whom Are We Kidding?" *School Activities*, 29:118-119, December, 1957.

What You Need

NEW TABLE TENNIS TABLE AVAILABLE

A new competitively-priced official size 5' x 9' Table Tennis and Utility Table is now being manufactured by Brinktun, Inc., 710 North 4th Street, Minneapolis, Minnesota. Designed primarily for table tennis, the new model M-9 is a utility table as well . . . ideal for school, home, club, or other use. "Its light weight, compactness, and complete portability," says Tunstead, "encourages both indoor and outdoor use such as picnics on the terrace, banquets, and parties, set-up for model trains, for various games, and many other year-'round needs."

ASSEMBLY PROGRAMS

for March

SERIES OF ASSEMBLIES

Objectives:

1. Create an interest and motivation in and for good music.
2. Provide an opportunity for performance by many children which will encourage poise, self-respect, self-confidence, creativity, and a sense of responsibility to the group.
3. Teach cooperation among students and teachers; students and other students; teachers and other teachers; community and school (community relations).
4. Develop abilities along planning and executing lines as well as develop leadership and encourage active participation by students.
5. Integrate the curriculum.

Assemblies

September: Orientation Assembly: Community singing of familiar songs. Explanation of playground procedures, cafeteria, courtesy in the halls; skit on cooperation with safety patrols; introduction of new faculty.

October: Book Week: Dramatization of a fairy tale by a younger group. "Sleeping Beauty," "Jack and the Beanstalk," or "Hansel and Gretel."

November: Thanksgiving: Pantomime drawing comparisons between first Thanksgiving and that of today. Try to raise the question whether Americans of the present are truly thankful. Use songs and narration to point up the pantomimes.

December: Christmas Program given for parents. Play "The Toy Shop," given by lower grades. Carol Sing by older students.

January: Demonstration of instruments and short concert by high school Band.

February: Patriotic Assembly. Use the theme of Mme. Tousaud's Wax Works. Use music of different periods. Chance for original script. Some figures could be Washington, Lincoln, Edison, and others, whose birthdays fall in February.

March: Thirty Minutes in Ireland (published by Belwin). Alternative could be an original script using beautiful Irish songs.

April: Rainy Day Assembly. Ask audio-visual specialist to demonstrate record machines, tape recorder, and TV principles to show how music can entertain one on a rainy day. Possibilities for skit on humorous side also.

May: May Festival (for parents). Song Play. Suggestion: Sourwood Mountain, found in the sixth grade book of the Birchard Series. Use

CLARABELLE CARVELL
Vicksburg Public Schools
Vicksburg, Michigan

MARJORIE MacCREARY
4253 Brookside Boulevard
Cleveland 11, Ohio
et al.

large chorus of singers, troupe of play-actors, dancers, and orchestra.

"THE WEARING OF THE GREEN"

Assembly Committee

An Irish program for celebrating St. Patrick's Day has been suggested by one school. This type of program may be educational, is valuable as a builder of morale, and is loads of fun.

This particular program was presented to create an appreciation of some of the customs of the Irish, to inform the audience of Erin's contribution in the fields of literature, music, and the dance in our everyday living.

The curtains of the stage were decorated with large shamrocks forming the centers around which were scattered smaller shamrocks.

Dress of participants was simple. Girls wore dark skirts, white blouses, green neck-scarfs, and dainty white aprons decorated with small paper shamrocks. The boys wore shamrocks in their coat lapels.

Two girls of Irish descent were featured as Colleens. Each was responsible for a solo: one an Irish dance; the other a song, "An Irish Lullaby."

Irish songs and dances, a quiz about Ireland, and a paper on the origin and meaning of Irish names made up the program. It was introduced with a brief description of the country.

The songs used included: "Wearin' of the Green," "My Wild Irish Rose," "Believe Me If All Those Endearing Young Charms," and "When Irish Eyes Are Smiling." An explanation was given on the two main types of Irish music: the lullaby and the more lively type, such as "Wearin' of the Green."

In like manner, the dances were introduced by a description of the jig which forms a basis for Irish dances. Members of the girls' physical education classes presented "The Irish Washer Woman" and "The Bridge of Athlone."

A quiz consisted of questions about the habits,

superstitions, and customs of the Irish people. This type of program is colorful, informative, and full of action. Then, there is no limit to the number who may take part; and it can be varied in many ways.

SOCIAL ACTIVITIES ETIQUETTE **Assembly Committee in Charge**

It has been said that: "Ignorance of the Law excuses no one." That is probably true; and possibly as it should be. Students are often ridiculed because of their practices, many of which are not proper because of lack of information and understanding. An interesting assembly program can be built around the theme of etiquette, courtesy, or social conduct.

Such programs might be presented in assembly as part of a special "Courtesy or Better Manners Week." Occasionally, such programs are connected with such activities as school dances, parties, and mixers. One school presented an assembly program on etiquette the week preceding the Junior-Senior Prom. The general idea of the program, which could be adapted to a number of occasions, follows.

High school students are really eager to do the correct thing at school dances if they only know the proper etiquette. They want to know without asking questions, however, so that they will not expose their ignorance, as it were. The program, as presented just ahead of the Junior-Senior Prom, is of value to all the students and not merely those who will attend the Prom.

A little play was given in one school which dramatized the right and wrong ways of acting at the Prom. Of course, the wrong way was somewhat exaggerated in order to really bring out the difference. There were three scenes:

1. Boy calls for his date.
2. At the dance or party.
3. After the dance or party, at the home of a friend.

Most of this program was in pantomime, although conversation was added in places. The skit, which was the assembly program, was very entertaining, as well as informational.

One year, recently, this school used the TV Panel idea. The class presidents chose a girl or boy, as specified, to represent the respective classes. The Prom King acted as chairman and emcee. The questions were picked from those handed in by the students.

After the emcee asked each member of the panel questions in order, the scorekeeper, who was keeping score on a large chart or chalkboard on the stage, gave the results after each round.

Another time the school had a little skit which took place in an office of the Emily Post regime. Her secretary opened letters from high school students. Of course, in order to make the program more personal, names of high school students in the audience were signed to the letters.

The secretary took dictation from the girl impersonating Emily Post, in her time, as she answered the letters. During this, they also had a few callers, and some telephone calls. Questions asked were those common to any bashful high school boy who hesitates attending the Prom for fear he will embarrass both his date and himself because of his ignorance of Prom etiquette.

Much interest was shown in this type of program, as the students who handed in questions were anxious to hear the answers to their individual problems.

Not only were those pupils who planned to go to the Prom interested in this program, but every student was anxious that his class win the contest.

Because students are aware of the right and wrong things in Prom etiquette, they are much more careful of their actions at the Prom. As a result of such educational and interesting and inspirational programs, this school has had some very successful programs and Junior-Senior Proms.

The librarian prepared attractive displays of books on etiquette on a reserved table in the library. Books were opened to certain illustrations with a card which read, "Here Is What Your Date Expects of You."

These books proved to be very popular, especially after the Prom Etiquette Assembly Program. Appropriate posters, in cooperation with the Art Department, were placed on bulletin boards and other appropriate places.

ACQUIRING WORK HABITS

Student Council

The importance of work and the value of work experiences is an important phase of school

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life; school training. Boys and girls, as a whole, are work-conscious. When students have completed their formal training they should have the right attitude toward work, a respect for work and its dignity, and the habit which persists throughout life.

One school used "Men and Work" as a theme for an assembly program to make students see the significance of work, both from their own personal point of view, and as one of the things which has made our country great.

An introduction entitled "Why Men Work" started off the program. This included a practical demonstration showing how work educates, liberates, and socializes men. Facts of history, psychology, and creative urge, and the love of crafts were cited.

The sense of competence and the satisfaction which are by-products of manual performance were stressed.

Next were discussed the history and problems of labor, industrial movements, and the part labor has played in the historical growth of our nation, etc.

Following this came an account of the founding and observance of Labor Day; its meaning, spirit, and purpose.

Then, "The Iron Man in Industry," showing social significance of machinery, served as a prologue to a short pageant in which the forces of good and for evil were seemingly forever at war in a modern industrial city.

This pageant, a ten-minute sketch, was symbolic in type and made a fitting climax to this part of the program, which was educative in every respect.

The concluding part of the assembly consisted of a review of the students' part in the work of the world—both from the point of view of its educational worth and goal.

Student groups, working under the leadership of chairmen, were responsible for different parts of the program. These groups not only arranged the program but decided on its content and methods of presentation.

PHYSICAL EDUCATION DEMONSTRATION

Girls' Physical Education Department

March is an excellent time for the students in the physical education departments to organize programs and present them as assembly programs or demonstrations. The Girls' Physical Education Department in one school presented an excellent program. The program was made up of the rhythmic unit of the regular girls' physical educational training.

The aim of such a unit is to lead the girls to a cultural appreciation of rhythm and to give them a form of recreation that has a therapeutic

as well as aesthetic value. It also develops the social qualities of courage, initiative, honesty, cooperation, and self-confidence.

After the unit was completed, the teacher organized the various parts into an assembly program. The entire program, including the costuming, was prepared without any interruption of regular classes. The program was given twice in the gymnasium—once for the high school students; and a second time for the younger school children of the city.

The numbers follow:

"Indian War Dance"—30 girls dressed with Indian headdresses.

"Minuet"—40 girls dressed in evening clothes.

"Nellie Gray" (Square Dance)—48 freshman girls.

"Old Dutch"—30 girls in blue Dutch caps.

"Highland Fling" (Dance)—3 girls.

"Shindig" (Tap Dance)—48 girls.

"Cesbogar" (Hungarian Folk Dance)—30 girls.

"Boxing Clog"—6 girls in bathrobes and boxing gloves.

"Copy Cat" (Tap Dance)—38 girls with ruffled pancake hats.

"Flag Drill"—44 girls.

"Rhythmical Exercises"—82 girls.

"Sleigh Bells" (Folk Dance)—30 girls.

"Twinkle Toes" (Tap Dance)—48 girls.

"Sambo" (Negro Tap Dance)—38 girls.

"Dutch Couples"—48 freshman girls.

"Stunts"—38 girls.

"In the Cornfield"—48 girls in Hillbilly costumes.

"Country Dance"—164 girls.

This program had many values. Among the most important was the fact that it afforded all girls in the Department an opportunity to participate. It demonstrated the value of teamwork, much planning and hard work, and cooperative participation.

HUNGER ON THE HOME FRONT

by Marjorie MacCreary

Announcer: Al Addison sat quietly in his third period class, pitying his poor, crying stomach. At that moment he could have started chewing the desk and truly enjoyed the meal. He told this joke to Bill across the aisle. Both of them sat there, trying to stifle their giggles. They snapped to attention at the sound of a ruler tapped on Al's desk.

(Sound—Ruler tapped several times.)

Teacher: Are you quite through with your conversation, Al?

Al: Yes, Miss Loring.

Teacher: Then, perhaps we can finish the lesson. In the sentence, "The boy carried his books to school," what is the pronoun?

Al: Boy.
Teacher: Now think. A pronoun stands in place of a noun.

Al: If the boy's name were Bill, then "boy" would take the place of "Bill."

Teacher: That's not the point at all. The subject of the sentence is "boy." What is the other noun?

Bill: There are two, Miss Loring, "books" and "school."

(Sound—Passing bell.)

Al: O boy! Lunch period at last.

Bill: Were you lucky, saved by the bell.

Al: What was that pronoun anyway?

Bill: Search me. I guess it was "his."

Al: For crying out loud!

Bill: I'll meet you at your locker.

Al: I can hardly wait for lunch! Hurry up!

Bill: I'll go with you.

Al: Let's see, this is my new locker combination—five, seven, five, three. There she comes.

(Sound—Crash slowly dying out.)

Bill: Everything fell out of your locker. Hey! What are you doing with my tennis racket?

Al: You left it in my locker one day, when you didn't want to open your own.

Bill: Well, there's my other tennis shoe.

Al: What do you know, my catcher's mitt. I thought someone had borrowed it.

Bill: There's that lost library book I had to pay for last year.

Al: Well, dump them all back into the locker. We'll clean it out some day. I'm hungry!

Bill: I'll get my things out of there tonight.

Al: Hey! I can't find my lunch. Now I'll have to take everything out again.

Bill: I'll get my lunch and come right back.

(Sound of objects dropped on the floor.)

Al: Let's see, funny books, baseballs, catcher's mitt, gym shorts, mouth organ, string, bicycle bell, waste paper, fishing tackle . . .

Bill: Haven't you found it yet?

Al: Nope. Can you lend me any money?

Bill: Are you kidding? You know I'm broke.

Al: I bought my ticket for the game, so all I have is two cents for the school movie.

Bill: You could skip lunch and go to the movie. Am I starved!

Al: Me, too! No use of our both starving. You better eat.

Bill: I'd share my lunch but I've only got two sandwiches.

Al: What kind?

Bill: Blue cheese.

Al: You know I don't like blue cheese. Why are you always having blue cheese sandwiches?

Bill: I like blue cheese.

Al: Hate the stuff. Well, go on. I'll find it some place. After all, it was right here when we came from English. I've been smelling that peanut butter all morning. I had five sandwiches, two peanut butter, three ham, and a piece of cake. I was going to give you some.

Bill: You make me hungrier than ever.

Al: Go on. I can meet you in the movie, if it takes too long. If I chew real quiet, the teacher won't hear me.

Bill: Well, if you don't care . . .

Al (Talking to himself): Why do all these things have to happen to me? After all the good resolutions I made to Alice, everything seems to go wrong. That's what happens when you have a sister. Why is she always so smart, never gets into trouble, no Detention period . . .

Alice: Bill said you needed some money.

Al: Gee! Alice, am I glad to see you.

Alice: What happened to your lunch?

Al: I don't know. I've been through this locker twice.

Alice: What a mess! Hey! How did you get my red scarf? And my tennis shoes? Al, you look awful! Are you sick or something?

Al: I'm hungry.

Alice: Did you ever consider looking on the TOP of your locker?

Al: Well, how do you suppose it got there?

Alice: Probably because you put it there. After all, you need two hands to open a locker. You must have been late and taken your lunch along to class.

Al: Hey! That's right. Smelling those sandwiches made me hungry.

Alice: Now, Al, if you'd only use your head.

Al: That's the trouble with girls, always minding other people's business!

Alice: Well, I like that, after I took half my lunch period to help you out.

Announcer: Poor Al, always in trouble. Of course he always blames someone else, usually Alice. What does your locker look like? It could happen to you.

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News Notes and Comments

Speech Association Will Meet

Henry C. Youngerman, President of the New York State Speech Association, has announced that the sixteenth Annual Conference will be held at the Onondaga Hotel, Syracuse, New York, on March 14 and 15. Miss Frances M. Brown of the Kingsford Park School, Oswego, is President-elect of the Association, and J. Edward McEvoy, School of Speech and Dramatic Art, Syracuse University, is General Conference Chairman.

School and Community Paper

The high school in Eugene, Missouri, publishes a newspaper featuring both the school's and the community's affairs. The title of the publication is "Cole R-V School and Community." Among the articles included in one number are titled: F.H.A., American Education Week, Cole R-5 Improvements, Eugene Rodeo Drew Crowd, Housewarming (for a family in the community), School and Community Fair, County Teachers Hold Meeting, New Minister, Music Department Plans Concert. Superintendent William E. Booth has had school newspaper production as one of his hobbies for more than thirty years.

Portable Basketball Goal

A portable basketball goal that is adjustable to all age groups, and which can be used either with or without backboard, is available for school play-yard installations. This piece of equipment is named ADJUSTAGOAL. The ring height is adjustable for 6'8", 8'4", and 10' to suit all ages of participants. The all-steel unit can be used either with or without the sturdy backboard, for a variety of games. For further information and illustrated literature, write Sta-Rite Manufacturing Company, Bucyrus, Ohio.

Sponsor Clean-up Contest

The students of Roosevelt High School of Portland, Oregon, sponsored a Campus Clean-up Contest for their school. A prize for first place and ten second-place prizes were presented. Most of the students signed the following pledge: "I, as a member of the Roosevelt student body, promise to deposit my waste paper and garbage in the containers provided for that purpose within the building, in the cafeteria, and on the campus; and I will remember to respect the private yards and property of our neighbors. I promise to do these things as my contribution to the welfare of my school."

Have Individual Sports, Too

Although team sports occupy the athletic spotlight at St. Canice High School, Pittsburgh, Pennsylvania, individual sports are also featured, according to "The Shamrock." Joe Brown is an ardent fan and outstanding performer in tennis.

He participated in various tennis tournaments during the summer and traveled with the Junior Davis Cup squad. He moves inside in winter and participates in squash, a game similar to tennis in many ways.

Educating Bicycle Riders

The Juvenile Bicycle Court sponsored by the Keene, New Hampshire, Council, has received the enthusiastic support of school officials, parents, and the police. A city ordinance was passed making it legal to give law-breaking cyclists a ticket and a summons to appear in court. The court, consisting of a council (five junior high school students) and a judge (an adult), is not associated with the municipal juvenile court in any way. Its primary purpose is to educate and discipline young bicycle riders and make them more safety conscious.—National Congress Bulletin

Student Activity Conferences

Regional Student Activity Conferences are being held throughout the State of Texas, according to "The Interscholastic Leaguer." Nine conferences are being held in various sections of the huge state. Included on the programs are speech activities, drama, journalism and publications, mathematics, and ready writing.

Each of the conferences features outstanding consultants and workshop leaders from educational and professional circles. Also, increased emphasis is being placed on student participation in the workshops and students are being encouraged to participate more freely in the question-and-answer sessions at the conferences.

Organize Leadership Class

"Lots of ideas, but not enough time to carry them out," was the cry of the old student councils. Because of their efforts a new leadership class has been set up for members of the student council at Roosevelt High School, Portland, Oregon. The main purpose of this class is "to give the students a laboratory situation in which they may develop specific characteristics of leadership, knowledge, initiative, judgment, dependability, enthusiasm, and tolerance."

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Sagacious Projects Are Preferable

Extraclass occasions for speaking should be as real and as meaningful as possible. In speaking, discussion, and debate, subjects and problems can often be appropriate to the interests of the school and the community. Opportunities are afforded by the school assembly, clubs, the school council, class meetings, and the like; civic groups often welcome students who are prepared to offer them something of interest. Plays, and scenes from plays, can be chosen not only for their entertainment values but for their insight into basic human problems, character, and behavior.—Quarterly Journal of Speech

The Scout Jamboree

Thirty-five thousand Boy Scouts came to Britain in August, to commemorate the hundredth year since the birth of Lord Baden-Powell, the Founder of Scouts. A great camp called a Jamboree was held at Sutton Coldfield, near Birmingham.

Both the Queen and the Prime Minister visited the Jamboree. Japanese Scouts gave the Prime Minister some mint tea. The Post Office has printed a special Jamboree postage stamp in three values: 2½d., 4d., 1s. 3d.

Britain's long hot summer came to a sudden end during the Jamboree. Heavy rain flooded tents and roads. Many Scouts ended their camp in private houses, in Sutton Coldfield's Town Hall, or in farm buildings.—English Illustrated

Survey Reveals Fewer Fouls

In spite of the average fan's dim view of the parade between the free-throw lines in today's game, a poll of 7,535 college, high school, A.A.U. and Y.M.C.A. coaches and officials shows that the foul rate is still on the decrease. The number of free throws attempted declined again, a trend which began in 1954. Other facts revealed by the annual survey indicate that the number of field goal attempts a game decreased during the 1957 season, reversing a trend of the last three years. The average number of points a game declined for only the second time in ten years but is still at 143 a game.—The Coach

Extempore Speech Topic

The general subject for Extempore Speech this year will be "Domestic Affairs." Fifty topics to be used for the district and state speech and drama festivals will be selected from the following magazines: Time, Newsweek, The New Republic, U. S. News & World Report, and The Reporter. Materials will be obtained from magazines published between December 1, 1957, and April 1, 1958. Topics will not be made known prior to the festivals.—K.H.S.A. Journal

School Activities

How We Do It

JOURNALISTS EXPLORE THE COMMUNICATIONS MEDIA

Student journalists at Springfield's Central and Parkview high schools are learning about both producer and consumer aspects of all modern mass communications media in a reorganized secondary school journalism program.

Once the high school journalism program in Springfield included only the school newspaper with its diverse editorial and business activities and a school yearbook with its almost-parallel learning opportunities. Major emphasis was upon production.

However, today's program stresses consumer journalism.

Surveys of past and present high school journalism students have disclosed that only between 10 to 15 per cent of the products of the course actually enter any phase of journalism as such professionally, while all student journalists are prospective journalism consumers.

It, therefore, is a goal of Springfield's high school journalism program to prepare students as discriminative consumers of all phases of journalism. Also, since few high school students actually have chosen definite careers at the time they enter journalism classes, every effort is extended toward making the journalism courses as broad and exploratory in nature as possible.

As a part of deemphasizing a narrow but time-consuming literary production trend in the journalism program, yearbook projects have been discontinued so that time would be available for more broadening journalistic projects and for consumer journalism education in the courses.

Principal project still is the school newspaper, "The High Times," a joint venture of the two high schools. An editorial board determines policy and it is implemented by Mrs. Virginia Woodring, coordinator.

The journalism program is organized into two sections of classes: Journalism I and Journalism II.

Journalism I provides basic fundamentals of written, oral, and pictorial journalism. It develops understanding of the variety of processes involved in preparing materials for all mass communications media. It develops an appreciation of the importance of communication in modern civilization. It provides practice in skills of written, oral, and pictorial communication. It also acquaints students with writing, reporting, editing, art, photography, layout, advertising,

business management, and organization. Consumer journalism is emphasized.

Journalism II provides laboratory experience to further develop the knowledge, understanding, and skills learned in Journalism I. The projects include:

SCHOOL NEWSPAPER—Practice in all editorial and business activities necessary to publication of a weekly newspaper.

CONSUMER JOURNALISM—Class evaluation and development of individual discriminatory judgments regarding various types of journalism, styles of presentation, and the relative effectiveness of various mass communications media in their three principal roles of informing, influencing, and entertaining the public.

SCHOOL NEWS BUREAU—In cooperation with the office of public information, each high school operates a news bureau as an educational outlet through which students may gain familiarity with production techniques in newspaper, magazine, radio, and television journalism.

Students prepare news releases, pictures, and recordings for newspapers, magazines, radio, and television newscasts. Students also help in the preparation of radio and television documentary presentations and also insert segments for existing radio and television variety programs.—R. C. Glazier, Director, Public Information, Springfield Public Schools, Springfield, Missouri

ACTIVE PARTICIPATION IN PHOTOGRAPHY CLUB

The Hamilton Photography Club has grown from an idea which had its inception five years ago to an integral part of the school extracurricular program. It has done much to offer constructive interests and use of time as well as lay the foundation for a profitable hobby.



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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

Two of its early members are now on the staff of the Seattle Times and Seattle Post Intelligencer. One of its members won two honorable mentions in the recent Annual Photography Award Contest sponsored by Kodak Company.

The equipment, which was largely built by the members under the supervision of the teacher-sponsor, consists of the following:

A complete dark room; a 2¼ by 3¼ enlarger; print box dryer; a developing tank for 4 by 5 sheet film and another tank for varying sizes of roll film; plastic trays, one set for 5 by 7's, one set for 8 by 10's; one 4 by 5 Crown Graphic Press camera; one Argus C3-35 mm.; two Argus Super 75's (the Argus cameras were given free to the school in answer to an ad from Argus Company).

The chemicals and paper used in processing pictures is purchased through membership dues and sale of pictures. To date the club has paid its way by taking and processing pictures of important school activities such as the boys' and girls' club installation ceremony, hobby show and science fair, talent show, spring concert, etc. The money from the sale of these pictures goes back into the general reserve fund.

In addition to "old members" training new members in the techniques and methods of photography, the club also goes on field trips to learn nature photography. One of the highlights of the school year is the Annual Photography Contest held at Hamilton. This event is highly advertised by means of artistic posters, etc.

It is held just following spring vacation, which allows participants time to take unusual "shots" for entry. All entries must be mounted according to rules on mounting paper supplied by the Hamilton Print Shop.

Awards in the contest are given with designation as to class and degree of distinction. There are three classifications: People, Animals, and Miscellaneous. The grand prize winner also receives his or her name engraved on the Photography Plaque. The accompanying photo shows one of the newer members of the club together with two of the older members holding the plaque.

The Hamilton Junior High School is proud of its varied extracurricular program which makes it possible for talented pupils to enjoy a cooperative form of project planning. All departments have their own special groups whose members

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unite to insure the best possible results whether the activity be photography, dramatics, art, crafts, or science fair or hobby show. It is this type of group planning which has been responsible for the recognition and success the school has enjoyed in national award competition.—Thomas Grove, Alexander Hamilton Junior High School, Seattle 3, Washington

EDUCATION THROUGH ENTERTAINMENT

If a student in high school had to go through every day in the same routine of going to class, he would probably grow so tired of school that he would lose all interest in his studies. In Lubbock High School there are many devices through which the teachers and the student council give variety to the students of their school. One of these devices takes the form of a weekly assembly.

One of the duties of the secretary of the student council is to be responsible for overseeing the various assemblies which are presented for the student body. This responsibility represents quite a job for this student, as she must make sure that the variety of assemblies provide for the students the qualities of culture, entertainment, and education. The following paragraphs

will attempt to explain part of the plan which the student council uses to present assemblies to Lubbock High School.

The beginning of every new school year brings various problems to the members of the sophomore class. Many of these new high school students have a hard time becoming acquainted with their high school. The Orientation Assembly is especially for these sophomores. The students are introduced to student body officers, members of the faculty, and the rules of the school. The assembly has one other very worthwhile purpose. This is to renew an eager working spirit in juniors and seniors.

We have several assemblies which place emphasis on safety. The safety assembly which is foremost in my mind was one where slides were shown of many automobile accidents. While these slides were very gruesome, they very definitely impressed upon the students that safe driving is well worth the little effort it takes—if it will prevent even one of these horrible accidents from occurring.

In order to help students develop culture as well as firm convictions on their outlook toward life, many educational assemblies are presented. The Texas Tech Choir gave us some very good music in an assembly this year.

Dr. Willis Sutton, a widely known educator, brought several very inspirational messages to us during the course of a day that was devoted to him and dubbed "Dr. Sutton Day." Another educational assembly was presented on the subject of dating by the wife of a local minister.

There are three high schools in Lubbock. All three student councils are laboring together to encourage good relationships among the three student bodies. A great factor in doing this is an exchange assembly which each school presents for the other two, respectively. I feel that this is an extremely good idea because it provides a means of association among these schools and also alleviation of competition which excites bitter feelings in many students.

Next we have our class assemblies. Each year the three classes put on their respective class assembly programs. First the sophomore, then the junior, and finally the senior class provides entertainment for the other two classes. The main purpose of these assemblies is to give students an opportunity to display their talents before the entire school.

There are several assemblies that have the sole purpose of providing entertainment for the students. One of the most entertaining ones I remember was the Journalism Assembly. This type of assembly lifts everyone's spirits and also, as with the class assemblies, encourages students' participation.

No one will deny that professional entertainment is usually of higher quality than that of amateurs. For this reason the student council carefully selected outstanding groups from over the South Plains to present assemblies for Lubbock High School. All of these groups did excellent jobs of entertaining the students.

In order to do its part in helping preserve peace, the school tries to maintain, to a certain degree, a religious program. Some of the best assemblies we have had have been of a religious, although non-denominational, background. The four outstanding assemblies of this type were the Christian Athletes Assembly, the Easter Assembly, the Christmas Assembly, and the Thanksgiving Assembly.

In all sincerity I would not hesitate to say that I do not believe any school could have a finer lineup of assemblies than we have at Tom

S. Lubbock High School. I have not had time nor space to mention all of the various assemblies we have had during this past year, and I'm sure that I have overlooked or failed to mention something which deserves recognition. However, I hope I have been able to give some idea of our program in Lubbock High School, and hope that it meets with the approval of students and teachers and administrators in other high schools.
—Hank Hunt, Lubbock Senior High School, Lubbock, Texas

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